

Securing Success in Year 11

80 days to go!



Headteacher's Welcome – Mrs Del Gaudio

Excellence and Equity



“No excuses”

Tenacity

We will hold **everyone** to the same high standard, so that everyone achieves.



“Look after each other”

Empathy

We will show that we care by doing what is right, not easy, and by looking after every individual in TEAM Saltash.



“Be the best you can be”

Aspiration

Everyone deserves to succeed and to be celebrated for their achievements. We expect 100% effort, 100% of the time.



“Make it count”

Motivation

Education transforms lives. We will make sure that every second of every day counts.

Saltash
Community
School

Achieving More Together

Tenacity | Empathy | Aspiration | Motivation

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Aims for this evening

By the end of tonight's meeting, you will know...

- What you can expect from us in the next 80 days
- What the exam period will be like for your child
- The best ways that your child can revise
- Some guidance on how to best support revision at home.



The TEAM around Year 11



Regular lesson observations on all teaching staff in order to quality assure lessons and ensure that Year 11 lessons in the build up to exams are focussed and calm.

After-school professional development for staff focuses heavily on teaching quality and what is proven to work.

Pastoral care of all Year 11 students.

With the support of eight form tutors, responds to day-to-day issues including attendance, wellbeing and behaviour.

Co-ordination of revision timetable and what each subject can offer.

Encouragement to revise and go the extra mile in the final months – Prom Pass, House rewards system.

Specific focus on those students at risk of not achieving a pass grade in English or Maths.

GCSE Results Day: Thursday 22nd August

Imagine it's results day. You're at school, surrounded by nervous peers and grinning teachers, with whom you avoid eye contact. Maybe your parents are with you. Maybe they're even more invested than you are.

Pressure is in the air, the people and in that envelope. You find your name and take it.

In that moment, you want to feel that you gave it your all. You didn't burn yourself out in the process but you also didn't leave those grades to chance. You worked efficiently – not just harder but smarter.

You can open those results knowing you did your best.

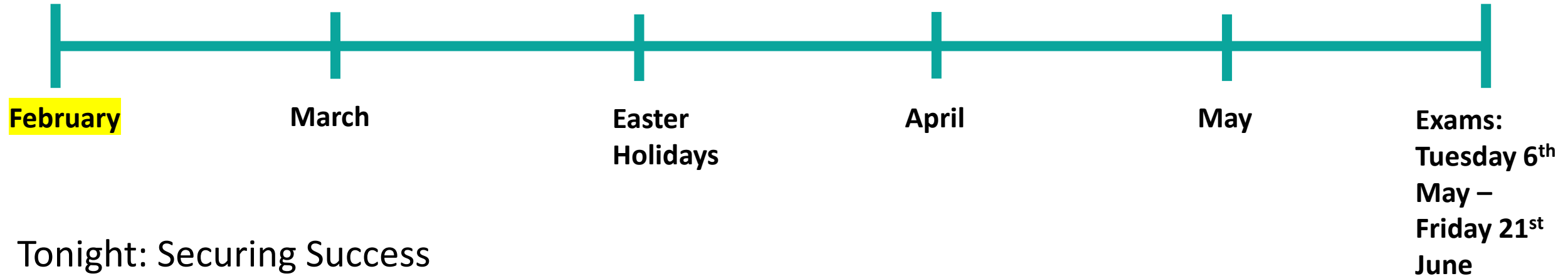
That is enough.



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What to expect from TEAM Saltash in the next 80 days



Tonight: Securing Success

Thursday 22nd: Y11 Parent's Evening

Changes to form time to focus on English and Maths revision



What to expect from TEAM Saltash in the next 80 days

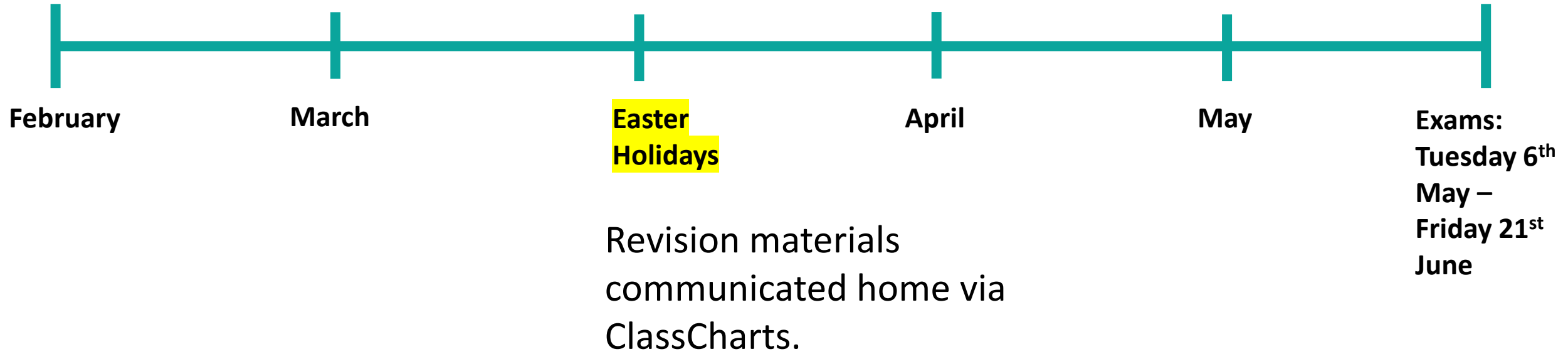


W/B 4th March: English and Maths final mocks in full exam conditions.

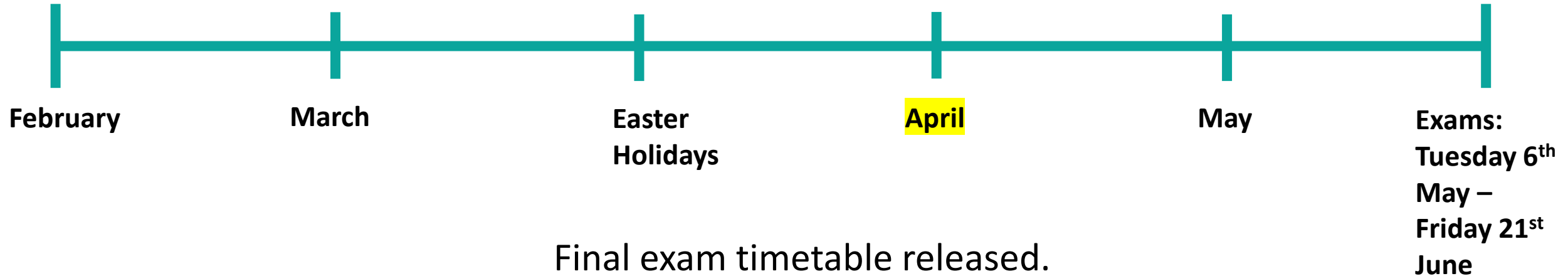
Changes to English and Maths intervention groups based on results from these mocks.



What to expect from TEAM Saltash in the next 80 days



What to expect from TEAM Saltash in the next 80 days

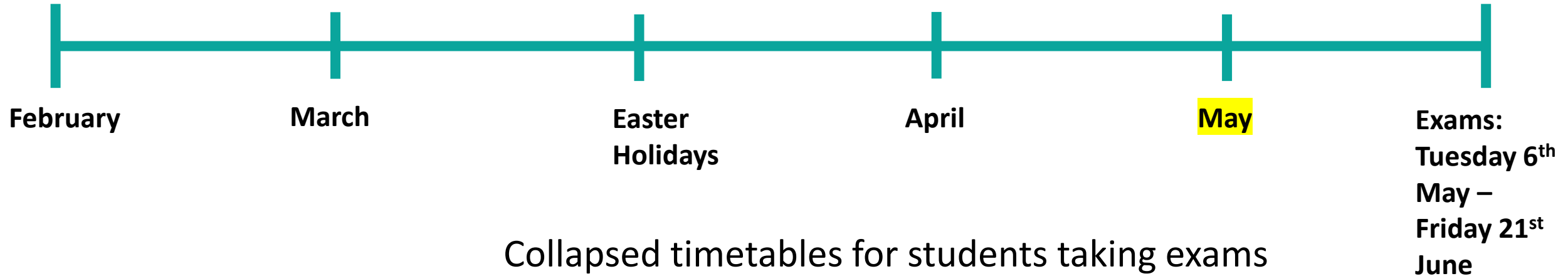


Final exam timetable released.

Individual student timetables distributed via tutors.



What to expect from TEAM Saltash in the next 80 days



Collapsed timetables for students taking exams either the next morning or the same afternoon.

For example, Biology revision with subject teachers will take place Period 5 Thursday 9th, before the exam the morning of Friday 10th.

Prom Pass VIPs communicated and rewarded.



What is the exam period like for a pupil?

- The vast majority of lessons will continue as normal, all the way through the exam period.
- The exceptions to this are **Art (post-exam)**, **Core RE** and **Personal Development** lessons, where students will be expected to bring revision with them to work from and use.
- All exams begin with a silent line-up in the Quad area and a pre-exam briefing from the Head of Department.
- Pupils with exam access arrangements which include a smaller/private room will be roomed in the same area of the building for all exams (rooms 10, 11 and 12).
- Lessons during and immediately after exams will continue as normal.



“How do I revise?”

- Our published revision strategies will all be underpinned by the work of The Learning Scientists – a team of educational psychologists whose primary focus is the science of learning.
- Our advice can be distilled down into three clear revision activities:
 - **flashcards**
 - **mind maps**
 - **exam-style practice**





LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

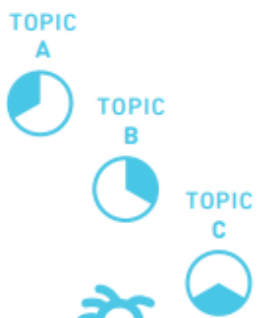
- 1 TESTING
- 2 SPACING
- 3 SKETCHING



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY



LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND



LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS AND VISUALS



LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS



LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH DETAILS



Planning to revise: Revision timetable

two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

Go back over the ideas again in different orders to strengthen your understanding.

Make links between different ideas as you switch between them.

The act of revising: Flashcards, mind maps, exam practice

points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

Look at your class materials and find visuals. Look over the visuals and compare to the words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

look in your class materials for as many examples as you can find.

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



“How do I revise?” – Revision Timetables

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	20	21	22	23	24	25
26	27	28	29	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	8	9	10		



“How do I revise?” – Revision Timetables

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What do I want to achieve after school today?							
After school revision							
1600-1630							
1630-1700							
1700-1730							
1730-1800							
1800-1830							
1830-1900							



“How do I revise?” – Revision Timetables

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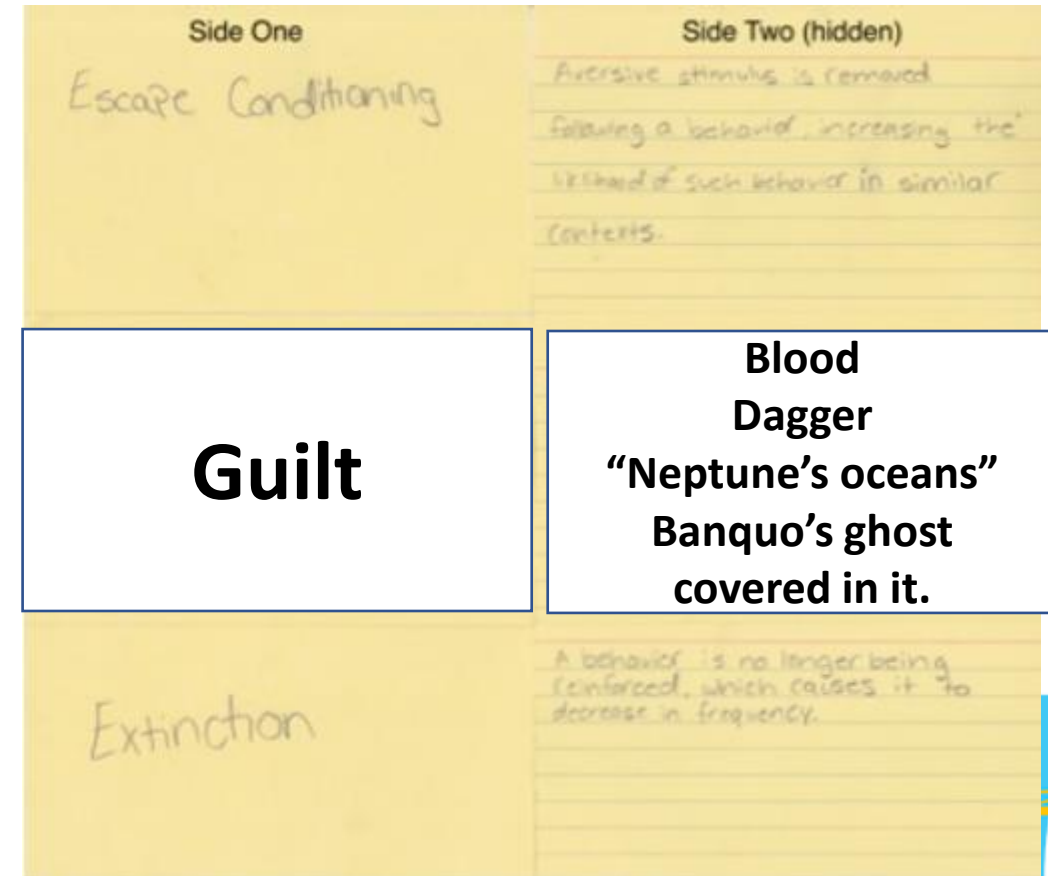
What makes a good revision timetable?

- Be realistic with your (or their) expectations.
- Include down time and time for hobbies/friends.
- Stick to it and hold them accountable.
- Don't hide it away – stick it on the fridge or somewhere in a shared space in your home.
- Discuss it and change it as you go.



The three revision strategies: flashcards

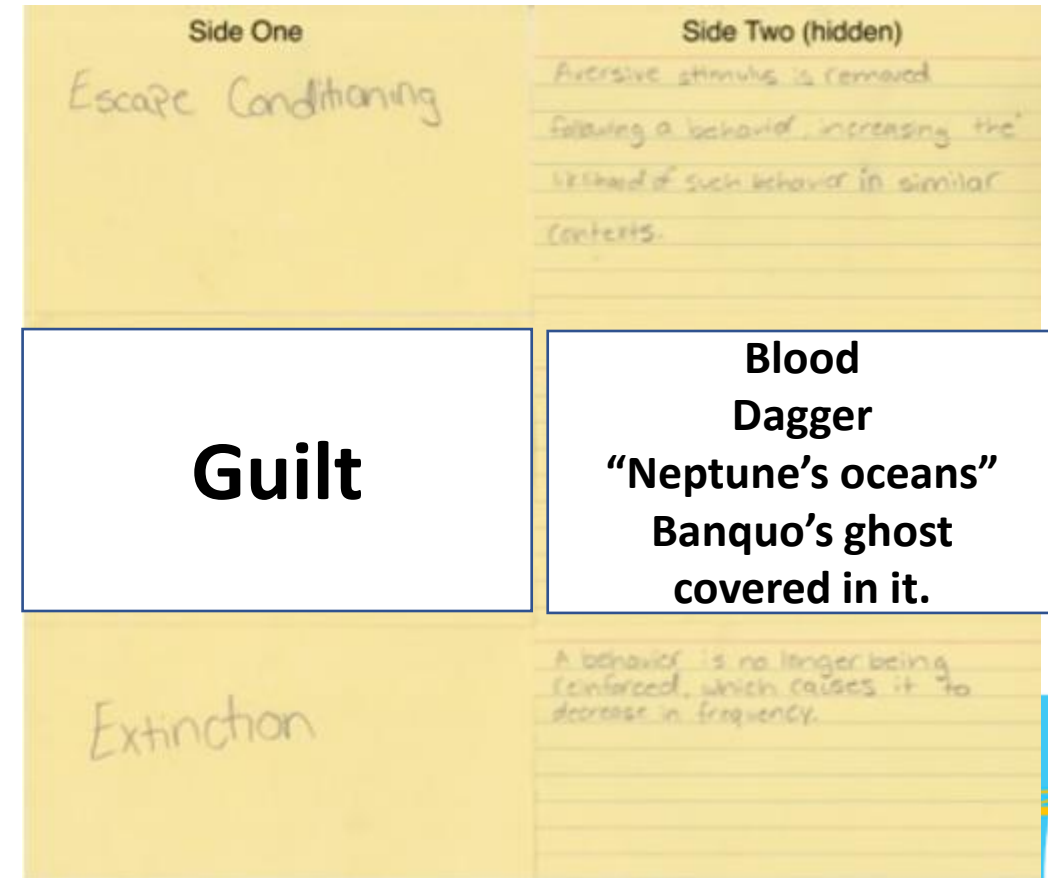
- Begin by making a list of all of the key concepts you need to know about from a subject or topic. These go on one side of the flashcard.
- On the other side, write the definition or explanation of that concept.
- On a simple level, these flashcards can then be used to quickly test knowledge on different topics.



The three revision strategies: flashcards

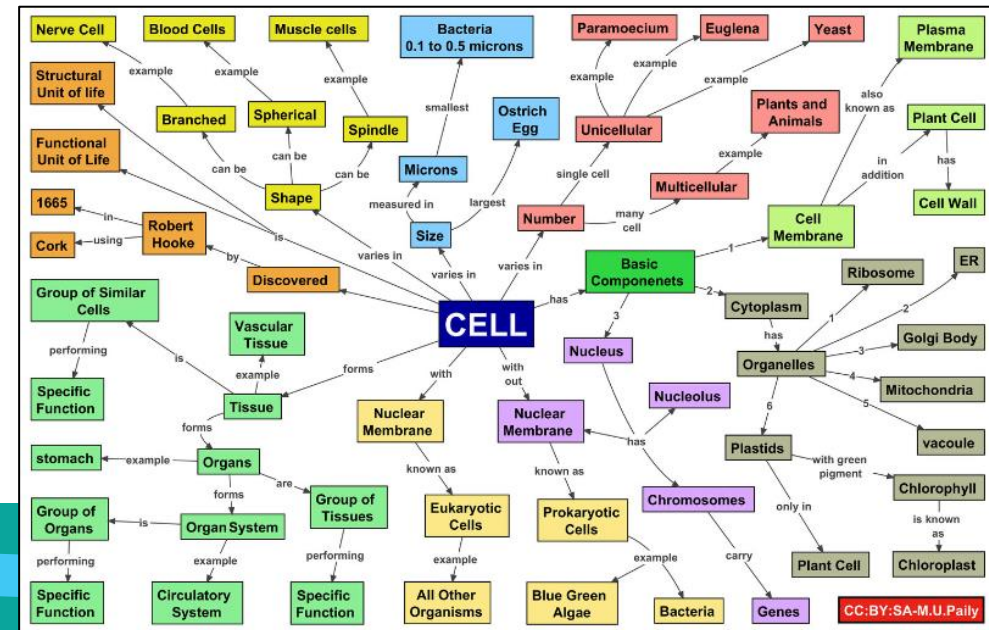
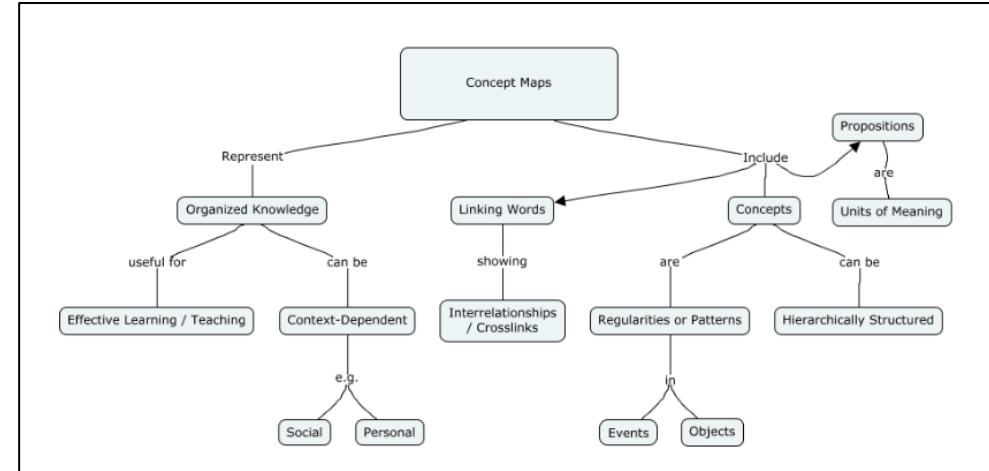
- With a second set of flashcards, write out different tasks that allow you to elaborate on the concept and its definition. These tasks could be tasks like:

Describe a movie/television scene that depicts this concept
Describe this concept without using any key words written on the flashcard
Draw this concept
Give a real life example of this concept
How would you explain this to a child/someone who has never heard of it before?
What is the opposite of this concept?
Why is knowledge of this concept useful to you?



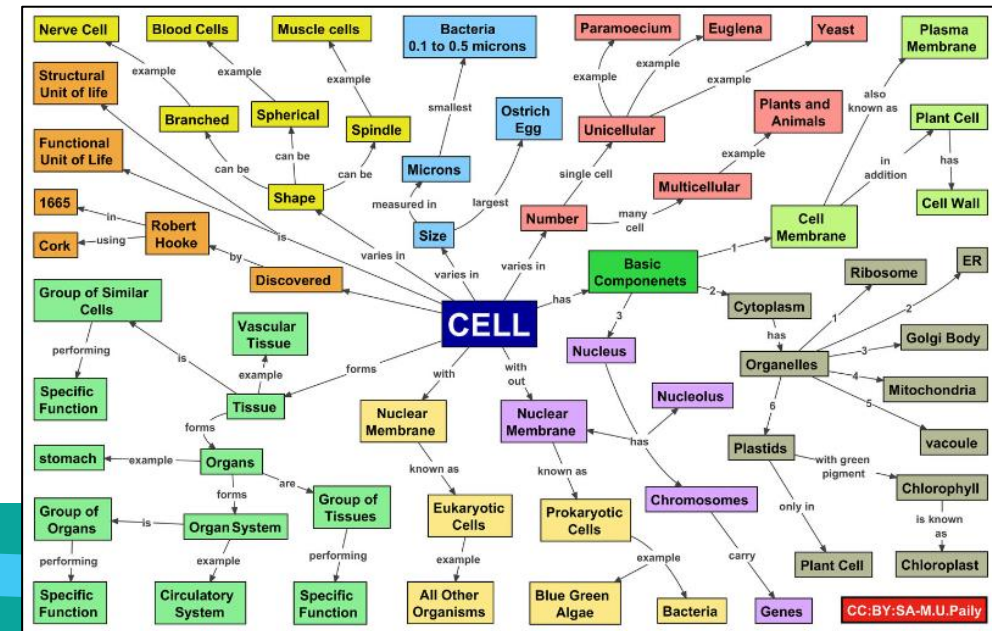
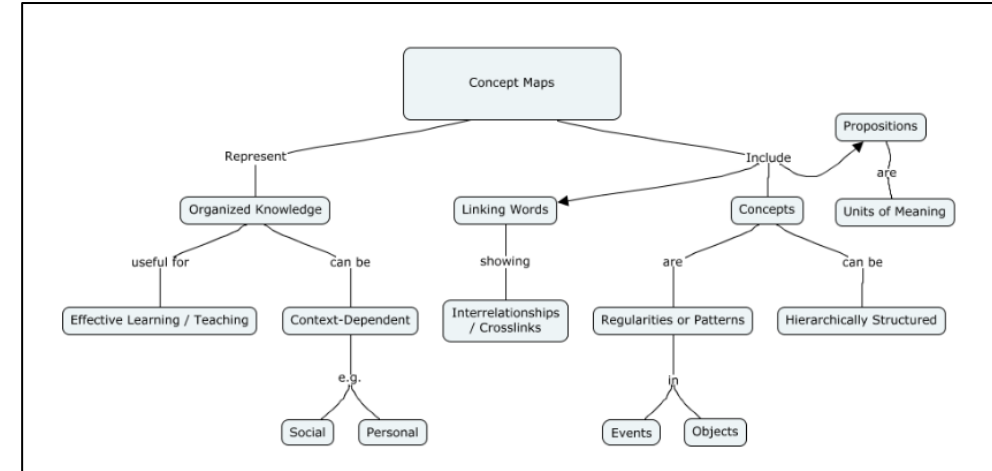
The three revision strategies: mind maps

- A mind map can take many forms, including:
 - Organised or structured maps where information is hierarchical (top right)
 - A non-hierarchical map where information is linked together but not written in any particular “order” (bottom right)
- A “brain dump” of information, where the primary goal is to retrieve information from the working memory and record this in a different format.



The three revision strategies: mind maps

- Mind maps can be particularly useful for textbook-based subjects, as information presented in paragraphs can be transformed into key words and phrases in a mind map.
- Research shows that there is very little benefit to just “copying out”, so the creation of a mind map forces students to be selective in terms of what they include and what they leave out.



The three revision strategies: exam practice

- At this stage before exam season, this is the big one!
- Exam-style questions allow learners to elaborate on their knowledge in precisely the same way that they will need to on exam day.
- The retrieval practice, dual coding and concrete examples practiced with mind maps and flashcards feed into this final revision strategy: it all comes down to how learners can perform in specific questions/tasks, with specific time limits.



Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Wednesday 2 November 2022 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the Insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You are advised to plan your answer to **Question 5** before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	




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The three revision strategies: exam practice

English Revision

 To Tom Ward

21/11/2023

 Follow up. Start by 22 November 2023. Due by 22 November 2023.
You replied to this message on 22/11/2023 19:30.

 Macbeth Revision.docx
284 KB

Hi sir,
I have practiced my introductions to my essays and I would really appreciate your opinion on this one, which I have written based on a previous GCSE Macbeth question.

- Exam practice doesn't have to mean sit down and complete a full exam!
- Learners should engage with their subject teachers regarding questions and timings.

0 1 'Lady Macbeth is a female character who changes during the play.'

Starting with this moment in the play, explore how far you agree with this view.

Write about:

- how Shakespeare presents Lady Macbeth in this extract
- how far Shakespeare presents Lady Macbeth as a female character who changes in the play as a whole.

[30 marks]
AO4 [4 marks]

Turn over for the next question

Shakespeare initially presents Lady Macbeth as cold-hearted women who wants to rid herself of her femininity and adopt more masculine features such as concealing her emotions. We can see her character develop throughout the play as she ignores her guilt, which appears to be very little in contrast with Macbeth and gives her more stability and security. By the end of the play, her emotions reveal themselves and come forward in gradual 'spots' of guilt and her façade crumbles. Shakespeare presents her attitude to have changes and she asks for her femininity to come back to her. Her insecurity is evident in her madness and somnambulant actions.

The three revision strategies: exam practice

The screenshot shows the Saltash Community School website. The header includes navigation links: Vacancies → Admin → Quicklinks +, and a main menu: About Us, News & Events, **Teaching & Learning**, Information, Sixth Form, Contact. Social media icons for Instagram, X, Facebook, Email, and Phone are also present. A 'SMART Schools Trust' logo is visible in the top right. The 'Teaching & Learning' dropdown menu lists: Literacy, ARB, Assessment & Exams, Behaviour & Rewards, Careers, Curriculum, Extra-Curricular, Home Learning, Pastoral Support, SEND, Year 9 Options, Year 6 – 7 Transition, and **Year 11 Revision**. The background image shows students in a classroom with the text 'Tenacity – Empathy – Aspiration – Motivation' overlaid. A 'SCROLL TO DISCOVER' button is at the bottom left. The URL 'https://www.saltash.net/teaching-and-learning/year-11-revision' is at the bottom left.



The three revision strategies: exam practice


The screenshot shows a school website with a navigation menu at the top. The menu items are: Home (house icon), About Us, News & Events, Teaching & Learning (highlighted with a yellow underline), Information, Sixth Form, and Contact. Below the menu is a list of subjects, each with a plus sign icon to its right. The subjects are: Science, English, Mathematics, Languages, Humanities, Technology, and Computer Science. To the right of the subject list is a dark blue sidebar menu with the following items: Behaviour & Rewards, Careers, Curriculum, Extra-Curricular, Home Learning, Pastoral Support, SEND, Year 9 Options, Year 6 – 7 Transition, and Year 11 Revision. A logo for SMART Schools Trust is visible in the sidebar menu.

Subject	Icon
Science	+
English	+
Mathematics	+
Languages	+
Humanities	+
Technology	+
Computer Science	+

- Behaviour & Rewards
- Careers
- Curriculum
- Extra-Curricular
- Home Learning
- Pastoral Support
- SEND
- Year 9 Options
- Year 6 – 7 Transition
- Year 11 Revision



English, Maths and Science-specific notices

English	Maths	Science
<p>Head of Department: Sam Oates soates@saltashcloud.net</p> <p><u>Key Topics: Literature</u> Macbeth A Christmas Carol An Inspector Calls Power and Conflict Poetry</p> <p><u>Key Topics: Language</u> Paper 1 Question 4 Question 5 (both papers) Paper 1 Question 4 and 5 will be the focus of the upcoming mock.</p>	<p>Head of Department: Carlton Farnham cfarnham@saltashcloud.net</p> <p>Every Year 11 has a Sparx Maths login. This system tracks individual strengths and weaknesses, and provides new questions in order to address these weaker areas.</p>	<p>Head of Department: Chris Henderson chenderson@saltashcloud.net</p> <p>Past papers and revision materials can be found here:</p> 



How to support science revision at home

1. Identify topic to revise

2. Click and watch revision video

3. Test your knowledge with practice questions

4. Check your knowledge...and repeat

CHEMISTRY PAPER 2

	C6	HELPFUL VIDEOS	EXAM QUESTIONS	MARKSCHEMES
Rate of reaction		Mean rate of reaction https://www.youtube.com/watch?v=UkrBJ6-uGFA&list=PL9IouNCPbCxW8AN0t0py7LaKdKSswfl3fP HIGHER: Tangents https://www.youtube.com/watch?v=6LV63WtuvJg Effect of concentration on rates https://www.youtube.com/watch?v=u4Co4N-Jmbs required practice https://www.youtube.com/watch?v=N5p06i9ilmo Effect of Surface area on rate of reaction https://www.youtube.com/watch?v=WojotwxPD6I Effect of temperature on rate of reaction https://www.youtube.com/watch?v=G2TEfhwgq84 Catalysts https://www.youtube.com/watch?v=hel8fQjxcO8	1. Rate of Reaction 1 QP.pdf 2. Rate of Reaction 2 QP.pdf 3. Rate of Reaction 3 QP.pdf	1. Rate of Reaction 1 MS.pdf 2. Rate of Reaction 2 MS.pdf 3. Rate of Reaction 3 MS.pdf
Reversible reactions		https://www.youtube.com/watch?v=66qcNNJFy6E Concentration https://www.youtube.com/watch?v=utmV4Q0t6MI&list=PL9IouNCPbCxW8AN0t0py7LaKdKSswfl3fP&index=9 Temperature https://www.youtube.com/watch?v=SIi5m0RQqik&list=PL9IouNCPbCxW8AN0t0py7LaKdKSswfl3fP&index=10 Pressure https://www.youtube.com/watch?v=hngzmRrAXTE&list=PL9IouNCPbCxW8AN0t0py7LaKdKSswfl3fP&index=11	1. Reversible Reactions Dynamic Equilibrium 1 QP.pdf 2. Reversible Reactions Dynamic Equilibrium 2 QP.pdf 3. Reversible Reactions Dynamic Equilibrium 3 QP.pdf	1. Reversible Reactions Dynamic Equilibrium 1 MS.pdf 2. Reversible Reactions Dynamic Equilibrium 2 MS.pdf 3. Reversible Reactions Dynamic Equilibrium 3 MS.pdf
	C7	HELPFUL VIDEOS	EXAM QUESTIONS	MARKSCHEMES
		Crude oil and Hydrocarbons https://www.youtube.com/watch?v=CX2IYWggEBc&list=PL9IouNCPbCxVDcgWiviYYWj0xKMPXTd8s&index=1 Properties of Hydrocarbons https://www.youtube.com/watch?v=4EAh9E2KhOE&list=PL9IouNCPbCxVDcgWiviYYWj0xKMPXTd8s&index=2	1. Carbon Compounds as Fuels Feedstock 1 QP.pdf 2. Carbon Compounds as Fuels Feedstock 2 QP.pdf 3. Carbon Compounds as Fuels Feedstock 3 QP.pdf	1. Carbon Compounds as Fuels Feedstock 1 MS.pdf 2. Carbon Compounds as Fuels Feedstock 2 MS.pdf 3. Carbon Compounds as Fuels Feedstock 3 MS.pdf

How much should I be doing? Little and often. Pick 5 topics per week ☑

Putting it all together



Revision should be completed gradually, over time.

Revision should be mixed and matched between subjects and topics.

Have conversations about revision timetables NOW – the sooner the better!



Both flashcards and mind maps allow for retrieval practice – working from (and therefore improving) learner memory.

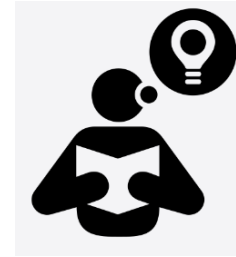
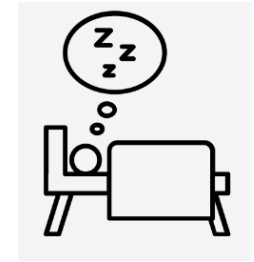
Both are most effective when the core knowledge is elaborated on in some way – this could be done by using examples or by dual-coding this knowledge.

Flashcards and mind maps are the ‘prep work’ to the main event – exam practice. This will look different in every subject.

Encourage your child to have conversations with their subject teachers NOW regarding what practice papers are available.

How can you help from home?

- Provide a clear and calm **study environment** wherever possible.
- Help create a **revision schedule** that is realistic.
- Model mobile phone breaks and enable good-quality **sleep**.
- Support with **rest breaks**.
- Ask your child to **elaborate** – engage with their flashcards and mind maps.
- Check they are using the **revision techniques** described.
- Keep **key dates** and timetable on the fridge.
- **Talk** with them.
- **Talk** with us.



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If you need any further support or advice...



sdelgaudio@saltashcloud.net

– Acting Headteacher, wider school queries

jperry@saltashcloud.net

- Deputy Headteacher, focus on Teaching and Learning



hcrook@saltashcloud.net

- Pastoral care, health and wellbeing



tward@saltashcloud.net

- Revision schedules, English and Maths interventions, rewards



Thank you

